

Lesson One: Welcome to the Magic Show (Advanced)

Objectives

1. Students identify characteristics of trompe l'oeil.
2. Students use value, light source, shade and shadow in their drawings.

Arizona Visual Arts Standards

CREATE: Materials, Tools and Techniques

PO 301: Identify and experiment with materials, tools and techniques appropriately and expressively in his or her own artwork.

CREATE: Concepts and Purposes

PO 302, 401: Create original artworks that communicate substantive meanings or achieved intended purposes.

EVALUATE: Materials, Tools and Techniques

PO 401: Analyze how an artist's use of materials and techniques affect an artwork's meaning, purpose and value.

EVALUATE: Elements and Principles

PO 301: Using established criteria, judge the effectiveness of an artist's use of elements and principles in a composition to support the meaning and/or purpose of an artwork.

RELATE: Artworlds

PO 401: Discuss how artworks reflect ideas, images and symbols from the culture within which they were made.

Preparation

Preview "Tricks of Perfection" and "How did they do that?" Advanced Power Points.

Use the internet to locate two works of art, one Power Point and one not, to use during guided practice #1 activity in this lesson.

Decide whether you will use the final slide of "How did they do that?" Advanced Power Point or real apples for guided practice #2 activity. If using real apples, bring in an apple for every two students to share.

Activities

Unit Preview: Introduce the lessons of this *Tricks of Perfection* unit by discussing its two themes. Introduce the *theme in life* (we all admire extraordinary skill) by asking students to identify people they admire who have extraordinary skills and the areas in which they demonstrate those skills. For example, a famous soccer player and the team for which he or she plays; a talented musician and the type of music he or she makes; an inspiring social activist and what he or she has done for society; or a family member who has done something extraordinary, etc.

Introduce the *theme in art* (some artists are so skillful they can trick the eye) by showing some famous examples of artwork with which your students are likely to be familiar. Explain that many artists make art that refers to or represents something outside itself. For example, Van Gogh's paintings of sunflowers are NOT actual sunflowers, but a representation of sunflowers made on a flat surface. However, Van Gogh's sunflowers are not realistic enough to fool a viewer into believing that they are real. Some artists desire to trick the eye in a very realistic way; these artists want to make audiences believe that their painting, drawing or sculpture is actually the real object itself. Artwork that tricks the viewer into believing that it is made of something else is called *trompe l'oeil*.

Definitions and Examples: Show "Tricks of Perfection" Power Point to introduce:

- Unit themes and key questions
- Definition of trompe l'oeil
- Local, everyday examples of trompe l'oeil
- Basic ideas of what makes trompe l'oeil effective in fooling the eye
- 3-D trompe l'oeil artworks

Guided Practice #1: Ask students to describe any other examples of trompe l'oeil they may have seen.

Show students two examples of artworks you located using the internet. Ask students to identify which is trompe l'oeil and which is not. Ask students to describe characteristics of each image in order to explain their choice.

Definitions and Step-by-Step Instructions: Show "How did they do that?" Power Point to introduce:

- Vocabulary terms: value, highlight, contrast (low, middle, high), light source, shaded area, lit area and shadow.
- Tips to making artwork that fools the eye, including using a light source to determine where the different values should go.
- Demonstration of how to use value in a pencil drawing to make an object look realistic.

Guided Practice #2: Ask students to create a realistic drawing of an apple that uses value, shaded area, lit area, shadow, highlights and indicates a light source. Use real apples brought to the classroom for students to view, or use the final slide of "How did they do that?" Advanced Power Point for students to view.

Transfer at TCA: Explain that when students visit *Masters of Illusion* at the Tempe Center for the Arts, they will examine the subject matter and value used in trompe l'oeil artworks by local artists. They will need to locate artworks by specific artists and create sketches of specific areas of the artist's work.

Extension Ideas

Use "Questor's Questions about Realistic Art" to broaden students' thinking about trompe l'oeil and other realistic artworks.

Show students further examples of PowerPoint artworks by browsing the following terms/artists' on the internet:

Sistine Chapel
Donald Clapper
John Harberle
William Harnett
Karen Shapiro

International Guild of Realism
Photorealism
Trompe l'oeil
Ultra-Realistic Art

Ask students to create a 10-step value chart that starts with the lightest value (white) and ends with the darkest value they can create (black) using only graphite.

Ask students to experiment using colored pencils to create different values of one specific color (for example adding white or black to blue to create a 10-step value scale).

Language Arts

Ask students to make 8 1/2-inch x 11-inch posters for vocabulary terms. Each poster should contain the term, its definition and a drawing of collaged image that demonstrates the meaning of the term. Hang posters throughout the room to help students learn vocabulary terms.

Vocabulary

trompe l'oeil

value

shaded area

lit area

shadow

contrast

highlight

light source

Assessment Checklists

Objectives:

1. Students identify characteristics of trompe l'oeil images.

Use the following criterion to assess students' participation to "How did they do that?" PowerPoint:

___ Student points to characteristics in Power Point examples.

2. Students use value, light source, shaded areas, lit areas, highlights and shadow in their drawings.

Use the following checklist to assess the "Apple Drawing" worksheet:

___ Student's drawing indicates light source with visible mark on paper.

___ Student's drawing includes a lit area, shaded areas, highlight and shadows.

___ Student's drawing use a wide range of values.